



ASSESSMENT & ACCOUNTABILITY

Newsletter - Issue XLII, May 2017

OEA/OSA Updates...

Note from the Assessment Director

As we are coming to the close of the 2017 spring statewide assessments our focus will shift to reporting, Forward Exam item reviews, and contract kick off meetings for the upcoming year. In 2016, Wisconsin educators played a significant role in Forward Exam item review and standard setting providing valuable input to improve the quality of the assessment. We will be convening the Forward Exam item review meetings once again this summer as a new batch of test questions are being developed. OSA Staff will be working on recruiting educators for these reviews in the coming weeks. We recommend that you participate in these reviews and encourage other educators who have the content expertise and experience working with students of diverse cultural backgrounds, students with disabilities, and English language learners to be a part of these analyses. More information about the review and how to apply to participate will be available on the [Educator Involvement Opportunities web page](#) soon.

Many thanks to all of the district assessment coordinators (DACs), principals, teachers, counsellors, program coordinators, and other school and district staff in successfully administering the spring 2017 statewide assessments.

Viji Somasundaram

Director, Office of Student Assessment (OSA)



OEA/OSA Calendar...

Important Dates

2017	
April 24-May 26	Aspire Test Window
May	District notification of schools selected for NAEP 2018
June	School notification for schools selected for NAEP 2018
June 2	Deadline for ACT Aspire to receive all paper answer documents (Braille, large print, and American sign language only).
Mid-June	Forward Report Interpretation Guide available
Late June	Forward student reports and summary reports available in eDIRECT
Mid-July	ACT school and district reports received
Mid-July	ACT Aspire reports released through the Aspire Portal
Late July	Forward hard copy Individual Student Reports (ISRs) mailed to districts
August	DLM student reports available in educator portal
September	NAEP 2018 school coordinator packets mailed to schools
December 4	ACCESS for ELLs window opens
2018	
January 29 – March 9	NAEP window (for selected schools only)
February 2	ACCESS for ELLs window closes
February 27	ACT with writing – grade 11
February 27 – March 13	ACT with writing – grade 11 for students with accommodations
February 28	ACT WorkKeys – grade 11
February 28 – March 14	ACT WorkKeys – grade 11 for students with accommodations
March 20	ACT with writing – grade 11 makeup Day
March 21	ACT WorkKeys – grade 11 Makeup Day
March 19 – May 4	Forward – ELA and mathematics grades 3-8, science grades 4 and 8, and social studies grades 4, 8, and 10
March 19 – May 4	DLM – ELA and mathematics grades 3-11, science grades 4 and 8-11, and social studies grades 4, 8, and 10
April 9– May 11	ACT Aspire grades 9-10

Dates may be subject to change. Check the OSA calendar web pages for the most current dates throughout the year.



ASSESSMENT & ACCOUNTABILITY

Newsletter - Issue XLII, May 2017

Forward Exam Update



The 2017 Forward Exam testing window closes May 5. OSA staff appreciate the phone calls and emails from schools and districts asking for clarification, providing comments, and reporting irregularities. Your attention to

administrative detail and awareness of test security helps to ensure all students have the opportunity to demonstrate their knowledge and skills. We know how much work this is for schools and districts, and appreciate all that you do.

Student reports and summary reports will be posted to eDIRECT in late June. The system's reporting tools will allow users to extract data in an Excel or .csv file. Hard copies will be mailed to districts at the end of July.



Forward Exam

Educator Involvement Opportunities

DPI is recruiting Wisconsin educators to participate in New Item Review meetings for the Forward Exam. For each event, we will be recruiting five to six individuals (including special education and English language educators) in each of the content areas and grade levels listed. An application is now available on our [Educator Involvement webpage](#). Please pass this information along to school and district staff. All applications should be submitted to osamail@dpi.wi.gov no later than **May 19**.

ITEM REVIEW			
Committee	Grade Span	Meeting Dates	Meeting Duration
ELA and Mathematics	3-4, 5-6, 7-8	July 31-August 2	3 days
Science	4, 8	Aug. 3-4	2 days
Social Studies	4, 8, 10	Aug. 3-4	2 days

ACT High School Assessments Update



Thank you to everyone who administered the ACT and WorkKeys assessments this year and for your continued work on the Aspire assessment.

Score Reports

See the [report schedule](#) for details and delivery dates for ACT and WorkKeys statewide testing score reports. For ACT, student scores are mailed to
(Continued on page 3)



ASSESSMENT & ACCOUNTABILITY

Newsletter - Issue XLII, May 2017

ACT High School Assessments Update

(Continued from page 2)

students' home addresses three to eight weeks after answer documents are received by ACT. Most scores have now been delivered. Results are also available to students online in the students' [ACT web accounts](#). In order for state testing scores to match to the student's ACT account, the first name, last name, date of birth, email address, and home address need to be entered exactly as they were provided on the student answer document. For assistance, email ACT-WebAccount@act.org. Most schools have also now received the High School Check List Report, High School Student Reports, and Student Score Labels. Aggregate reports by school and district (called the [ACT Profile Report](#)) will be delivered to schools and districts in early July. DACs will also receive a CD of the student level data file in July. Two printed copies of each student's non-college reportable score notification letter will be mailed to the school test coordinator in late June. One copy is to be given to the examinee and the other copy is to be kept at the school.

For WorkKeys, paper student score reports will be delivered to schools in early June. These reports will be mailed to the school and addressed to the ACT Test Coordinator. High schools will receive two reports for each student – the Memo to Examinee and Summary for Examinee. DPI recommends that schools distribute the Memos to each student and keep the Summaries on file at the school. The school will also receive a WorkKeys Examinee Roster Report for school use. DPI staff will create WorkKeys National Career Readiness Certificates and make them available in SAFE for Districts later in the summer.

For Aspire, individual student reports and dynamic, educator-created reports will be available in the Aspire portal in July.

The ACT is using a new report format this year and created an interactive [handout](#) and [video](#) for staff to learn about the new reports. ACT also created a [PowerPoint](#) that counselors and other educators can use to explain the report to students and parents.

There are several [ACT-produced trainings](#) related to the understanding, interpretation, and usage of ACT, WorkKeys, and Aspire score reports. These are linked on the [DPI ACT Trainings webpage](#):

- [Successfully Achieving College and Career Readiness for All](#)
- [Interpreting Data for Student Success](#)
- [Understanding and Using ACT WorkKeys Scores](#)
- [Aspire Reporting and Data Usage Self-Paced Training](#)

We reorganized the DPI high school assessments [Data and Results web page](#) so that each assessment has its own subpage. Each subpage is organized by the various reporting deliverables districts, schools, and students will receive with links to sample reports, training videos, and interpretation guides for [ACT](#), [WorkKeys](#), and [Aspire](#). Information on Wisconsin cut scores and performance levels for ACT can be found on the [ACT Data Proficiency webpage](#).

Dynamic Learning Maps (DLM) Update

Thank you for all of your work completing the DLM testing this spring! We are glad to report that the administration went very smoothly. DLM expects student-level reports to be made available to districts in August. Please stay tuned for additional details as to how these reports will be electronically delivered.

Please contact [Kristen Burton](#) with any questions that you may have about the DLM assessment.

**ASSESSMENT & ACCOUNTABILITY****Newsletter - Issue XLII, May 2017****ACCESS for ELLs® Update**

By now you should have received this year's ACCESS for ELLs results, and

you're likely looking at English Language Proficiency (ELP) growth and exit rates to evaluate student progress and program effectiveness.

WIDA's standard setting during the summer of 2016 raised ELP level cut scores to better reflect the increased language demands of our college- and career-readiness standards. The higher cut scores mean that students may have lower ELP level scores or show less ELP level growth than expected this year. [WIDA provides a tool on their standard-setting page](#) that allows educators to make approximate ELP level comparisons between 2015-16 and 2016-17 for individual students. Simply enter last year's scale score to see what the ELP level would have been using this year's cut scores. This change to ELP level cut scores will be impacting exiting rates this year. We'll be looking at data from this year's assessment to determine whether changes to our exit criteria are needed.

The Every Student Succeeds Act (ESSA) encourages states to design innovative and comprehensive accountability systems. As we design Wisconsin's new federal accountability system we'll be able to use starting ELP level and grade level as factors for what growth we expect from students. This is a big improvement, and a flexibility we did not have in Annual Measurable Achievement Objectives (AMAOs) accountability.

The Department of Public Instruction's (DPI's) draft Every Student Succeeds Act (ESSA) plan (version 1.0) was posted for public review and comment on April 28, 2017. We would like your feedback to help inform the new accountability system for students and educators in your district.

More information:

- [WIDA's 2016 Standard Setting](#)
- [Plans for growth and accountability for ELs](#)

**Assessment of Reading Readiness Update (formerly PALS)**

We would like to thank all districts for completing the Reading Readiness Reimbursement Request form. The department will be sending out reimbursements to districts in the next couple of weeks.

For the 2017-18 school year, the reading readiness requirement will remain the same. Districts will be required to assess for reading readiness all four-year-old Kindergarten through grade two students at least once during the school year. Each school board and the operator of each charter school shall select the appropriate, valid, and reliable assessment of literacy fundamentals to be used. The school board or operator shall ensure that the assessment evaluates whether a pupil possesses phonemic awareness and letter sound knowledge.

In addition to the requirement to administer a literacy screener, the following conditions apply:

- The department shall pay to the school board or operator the per pupil cost of the selected assessment.
- The school board or operator of the charter school shall report the results of a pupil's assessment to the pupil's parent or guardian.

(Continued on page 5)



ASSESSMENT & ACCOUNTABILITY

Newsletter - Issue XLII, May 2017

Assessment of Reading Readiness Update

(Continued from page 4)

- The school board of the school district or operator of the charter school in which the pupil is enrolled shall provide a pupil whose assessment indicates that he or she is at risk of reading difficulty with interventions or remedial reading services, as described under [Wis. Stats. 121.02\(1\)\(c\)](#).

More information on the reading readiness requirements can be found at: [Reading Readiness Overview](#). In addition, an FAQ section can be found at: [Reading Readiness FAQ](#).



NAEP Update



The NAEP 2016 Arts assessment results were released on April 25. Almost 8,800 eighth graders across the country participated in the music or visual arts assessment, including students from Wisconsin. These results compare to results

from the last national NAEP Arts assessment given in 2008. For more information, please visit [The Nation's Report Card](#) webpage.

Accountability Update



DPI's initial draft plan for ESSA is now available for public input. We strongly encourage everyone to review the

materials available on [DPI's ESSA webpage](#) and to provide their input via the accompanying survey.

ESSA has many specific requirements for accountability. The federal accountability system in ESSA has been designed with the primary purpose of identifying schools in need of comprehensive or targeted support. This is a different purpose than that of our State Accountability System, which strives for more detailed differentiation of school performance across the state, reported in school and district report cards. Indeed, we will have separate state and federal accountability systems moving forward. In other words, if accountability details look different in our ESSA draft than what you know about our state system, those differences are intentional.

Please take time to review and share your feedback with us. The public comment period on this version of the plan will close in late June. During and after this comment period, we continue to add detail and make adjustments to the plan in preparation for our submission by September 18 of this year.

WISEdash Update



Watch for an announcement soon on the WISEdash for Districts Welcome page about our newest set of local assessment data dashboards. Districts using Renaissance's STAR assessments can now choose to include results in WISEdash for Districts. STAR dashboards will initially include

(Continued on page 6)



ASSESSMENT & ACCOUNTABILITY

Newsletter - Issue XLII, May 2017

WISEdash Update

(Continued from page 5)

benchmarks in Reading and Mathematics by subgroup, growth, student profiles, and dynamic crosstabs. Districts can choose to participate any time once the process is open by ensuring that a few fields needed for data matching are populated and then completing a data sharing agreement with Renaissance. For more information contact the Office of Student Assessment.

Other updates include:

- Measures of Academic Progress (MAP) results for the winter test window are now available for participating districts in the WISEdash for Districts dashboards. Results for the spring test window should be available by early July.
- Phonological Awareness Literacy Screening (PALS) dashboards have been updated for participating districts that opted to include results in WISEdash for Districts.
- Statewide comparison plots have been added to the ACT Aspire dashboards.
- Users with access to the data from the school of accountability or the school of attendance can both see the profile of a given student in cases where these are different schools.
- The final third Friday of September snapshot was taken on March 11, 2017.
- Snapshot support dashboards have been added, providing an ad hoc capability to compare current data to snapshots.



"TO DO" List From This Issue:

- Send out information to school and district staff about Forward Item Review educator involvement opportunity
- Send ACT and WorkKeys student reports home to students when available.
- Review and provide feedback [on DPI's draft ESSA plan](#) via survey
- Send Forward Hard Copy ISR home to parents/guardians when available
- Send DLM ISR home to parents/guardians when available



We hope you find this newsletter and its contents beneficial. As the Office of Educational Accountability (OEA) and Office of Student Assessment (OSA) work to improve and refine this communication tool, we appreciate feedback and suggestions on the layout and content. Please contact Assessment at osamail@dpi.wi.gov and Accountability at oeamail@dpi.wi.gov.



ASSESSMENT & ACCOUNTABILITY

Newsletter - Issue XLII, May 2017

**Who is responsible for testing a student with a disability who is placed in a Residential Care Center (RCC) when the RCC is a third party provider?**

If the student is still enrolled in a district of residence and it manages the student's individualized education program (IEP), it is the district of residence's responsibility to test the student. The district of residence should work with the RCC to complete testing; however, it is not the RCC's responsibility to test the student. If the student is not tested, the student counts as a non-test participant for reporting purposes. Options available for Aspire Early High School testing in a Residential Care Center (RCC) include:

- High school will send trained staff to the RCC and administer the assessment on a district owned laptop.
- High school and the RCC collaboratively agree that the RCC will administer the Aspire Early High School test at the RCC using RCC staff. The high school would be responsible for training RCC staff in test administration. High school would set up a test session naming the RCC staff as the room supervisor. All facility requirements, test administration procedures, and security requirements must be met.

NOTE: The district holding the IEP is usually the district of accountability, regardless of which district is responsible for providing educational services, for holding the WISEid, and for submitting data to WISEdata. There are many different scenarios in which a student is enrolled in an RCC. If you still need additional information, please contact OSA at (608) 267-1072.

FAQ...

Reminder – Each assessment has an FAQ webpage with scenarios/issues related to that specific assessment

- [ACT/Aspire/WorkKeys FAQ](#)
- [Forward Exam FAQ](#)
- [DLM FAQ](#)

Q. Will there be a sample letter available to send home to parents with Individual Student Reports (ISR)?

Yes, each assessment will have a sample parent letter (updated for 2017) that may be used to accompany ISRs when sent home to parents/guardians. These letters will be accessible via the specific assessment's data and results web page.

Q. Are we required to administer the ASPIRE to new students who enroll during the testing window?

Any student who enrolls in a school during the ACT Aspire testing window should be tested. School personnel should manually enter the student into the portal as a new student if transferring from a school that is not a Wisconsin public school or request a transfer through the Aspire portal from a previously attended school if the student was enrolled in a Wisconsin public school. If the student enters the school near the end of the testing window, the school should administer as many ACT Aspire tests as possible and practical.

**ASSESSMENT & ACCOUNTABILITY**

Newsletter - Issue XLII, May 2017

Building Assessment & Data Literacy**Can you explain the WISEdata snapshots, and the upcoming assessment snapshot?****What are Snapshots?**

Snapshots are pieces of data that are copied from active, dynamic tables in DPI's data warehouse at a specific point of time and copied to a "permanent" location for reporting purposes. This facilitates reporting from an unchanging set of attributes, which provides consistent, repeatable results unaffected by the continuous updates that come from an open data collection system like WISEdata.

Snapshots are planned to occur at several points of time throughout the year to support different reporting purposes. Districts can and should continue to update data in their local student information system (SIS) to ensure that their data sent to WISEdata is accurate and complete on an ongoing basis.

How will they be used?

The snapshots will serve as the permanent data source for all certified reporting in WISEdash, as well as the school and district report cards, and other required public reporting. Snapshots will be used for enrollment, attendance, high school completion, dropouts, and other student data.

What about the assessment snapshot?

As described in our last newsletter, our reporting will primarily rely on student demographics collected through WISEdata. The assessment snapshot is scheduled for May 30, 2017. The assessment snapshot will be the primary source of student attributes that we use in reporting assessment results and used in the accountability report cards. All attributes, including Economic Status, are captured as of their current status at the time of the snapshot – except for disability status, which is captured as of third Friday and October 1 for reporting.

How can we improve our district's data quality in WISEdata?

Districts that closely manage the data quality in their SIS should be in great shape for WISEdata snapshots. If they attend to the data in their SIS, it should be accurately reflected in WISEdata, and subsequently in the accountability report cards.



The WISEdata portal also displays error messages and data quality metrics so schools and districts can investigate errors immediately. DPI will also contact those schools and districts that have error messages that they needed to resolve.

Who can help us with WISEdata?

WISEsupport can help! Support for the WISEdata collections is provided by the CESAs and the Customer Support Team (CST) at DPI. The WISEsupport team participates in Google+ communities, holds user group sessions, answers help tickets, and in general works with users to ensure that their data is submitted for the snapshot. Additionally, the customer services team runs reports to check the quality of the data. DPI staff check to see if there are significant discrepancies (+/- 20%) in the district's data, and contact the district if so. For example, if the



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ASSESSMENT & ACCOUNTABILITY

Newsletter - Issue XLII, May 2017

percent of economically disadvantaged students dropped from 55 to 15 percent, the customer services team would contact the district directly since it is more likely that there is a data entry error than an actual drop in the number of low-income students.

What's Next?

The assessment snapshot is scheduled for May 30, 2017. In Fall 2017 we will collect lagged data – including 2016-17 attendance, discipline, graduation and dropout data – as well as 2017-18 enrollment data.



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